

**Management of Tuberculosis
Training for District TB Coordinators**



FACILITATOR GUIDE

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Acknowledgements

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Facilitator Guide

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Facilitator Guide

Introduction to this *Facilitator Guide*

For whom is this course intended?

This course is designed for District TB Coordinators who are responsible for planning, organizing, implementing, and evaluating activities of a district TB control programme. A district usually serves a population of 100 000 or more. TB control may be the District TB Coordinator's primary responsibility, or TB may be just one of several disease areas of responsibility.

Depending on the size of the district and the number of staff available, the District TB Coordinator may be one person or a team of people. If a district is large, one full-time person solely responsible for TB control services, or a team approach, may be justified. For the purposes of this course, the person (or team) responsible for TB control at the district level is called the District TB Coordinator.

The District TB Coordinator is usually a physician or a nurse and may be male or female. He or she works at the district health office and may also have clinical duties at the hospital. The job of District TB Coordinator is primarily administrative and managerial. Although the District TB Coordinator must be thoroughly familiar with clinical guidelines of the national TB control programme, he or she is primarily responsible for enabling and monitoring the implementation of these guidelines, rather than actually treating patients.

What methods of instruction are used in this course?

This course uses a variety of methods of instruction, including reading, written exercises, discussions, demonstrations, and practice of supervisory skills at a real health facility. Practice, whether in written exercises, discussions, or in the health facility, is considered a critical element of instruction.

How is the course conducted?

- Small groups of participants are led and assisted by “facilitators” as they work through the course modules (booklets). The facilitators are not lecturers, as in a traditional classroom. Their role is to answer questions, provide individual feedback on exercises, lead discussions, etc.
- The modules provide the basic information to be learned.
- The modules are designed to help each participant develop specific skills necessary for managing TB control activities at the district level. Participants develop these skills as they read the modules and practise skills in written exercises and group discussions.

- To a great extent, participants work at their own pace through the modules. In some activities, the small group will work together. Homework is not recommended.
- Each participant discusses any problems or questions with a facilitator and receives prompt feedback on completed exercises. (Feedback includes reviewing and discussing the exercise with the participant.)

What is a FACILITATOR?

A facilitator is a person who helps the participants learn the skills presented in the course. The facilitator spends much time in discussions with participants, either individually or in small groups. For facilitators to give enough attention to each participant, a ratio of one facilitator to five or six participants is desired. In your assignment to teach this course, YOU are a facilitator.

As a facilitator, you need to be very familiar with the material being taught. It is your job to give explanations, answer questions, talk with participants about their answers to exercises, lead group discussions, and generally give participants any help they need to successfully complete the course. You are not expected to teach the content of the course through formal lectures. (Nor is this a good idea, even if this is the teaching method to which you are most accustomed.)

What, then, DOES a FACILITATOR do?

As a facilitator, you do three basic things:

1. You INSTRUCT:

- Make sure that each participant understands how to work through the materials and what is expected in each module and each exercise.
- Answer the participant's questions as they arise.
- Explain any information that the participant finds confusing, and help the participant understand the main purpose of each exercise.
- Lead group activities, such as group discussions and the visit to a health facility, to ensure that learning objectives are met.
- Promptly review each participant's work and give correct answers.
- Discuss how the participant obtained the answers in order to identify any weaknesses in the participant's skills or understanding.
- Provide additional explanations or practice to improve skills and understanding.

- Help participants to understand how to use skills taught in the course in their own districts.

2. You MOTIVATE:

- Compliment the participant on correct answers, improvements, or progress.
- Make sure that there are no major obstacles to learning (such as too much noise or not enough light).

3. You MANAGE:

- Plan ahead and obtain all supplies needed each day, so that they are in the classroom when needed.
- Monitor the progress of each participant.

How do you do these things?

- Show enthusiasm for the topics covered in the course and for the work that the participants are doing.
- Be attentive to each participant's questions and needs. Encourage the participants to come to you at any time with questions or comments. Be available during scheduled times.
- Observe participants as they work, and offer individual help if you see a participant looking troubled, staring into space, not writing answers, or not turning pages. These are clues that the participant may need help.
- Promote a friendly, cooperative relationship. Respond positively to questions (by saying, for example, "Yes, I see what you mean," or "That is a good question"). Listen to the questions and try to address the participant's concerns, rather than rapidly giving the "correct" answer.
- Always take enough time with each participant to answer questions completely (that is, so that both you and the participant are satisfied).

What NOT to do ...

- During times scheduled for course activities, do not work on other projects or discuss matters not related to the course.
- In discussions with participants, avoid using facial expressions or making comments that could cause participants to feel embarrassed.
- Do not lecture about the information that participants are about to read. Give only the introductory explanations that are suggested in the *Facilitator Guide*. If you give too

much information too early, it may confuse participants. Let them read it for themselves in the modules.

- Do not review text paragraph by paragraph. (This is boring and suggests that participants cannot read for themselves.) As necessary, review the highlights of the text during individual feedback or group discussions.
- Do not assign homework.
- Do not be condescending. In other words, do not treat participants as if they are children. They are adults.
- Do not talk too much. Encourage the participants to talk.
- Do not be shy, nervous, or worried about what to say. This *Facilitator Guide* will help you remember what to say. Just use it!

How can this FACILITATOR GUIDE help you?

This *Facilitator Guide* will help you teach the course modules. For each module, this *Facilitator Guide* includes the following:

- a list of the procedures to complete the module, highlighting the type of feedback to be given after each exercise
- guidelines describing:
 - how to do demonstrations and lead group discussions
 - points to make in group discussions or individual feedback
 - how to lead a visit to a health facility and structure the field exercise there
- copies of answer sheets for exercises.

Answer sheets are also provided in a separate packet for each participant. Individual answer sheets should be detached and given to each participant after exercises, during individual feedback, or after a group discussion.

After the guidelines for each module, there is a section of this *Facilitator Guide* titled “Guidelines for all modules.” This section describes training techniques to use when working with participants during the course. It provides suggestions on how to work with a co-facilitator. It also includes important techniques to use when:

- participants are working individually,
- you are providing individual feedback,
- you are leading a group discussion.

The *Facilitator Guide* also includes a sample course schedule, which the course director will adapt to the local situation.

The last section of the *Facilitator Guide* includes pages that can be made into overhead transparencies for use with an overhead projector. If there is an overhead projector available, photocopy these pages onto clear plastic sheets to make overhead transparencies.

To prepare yourself for each module, you should:

- read the module and work the exercises,
- check your answers by referring to the answer sheets,
- read in this *Facilitator Guide* all the information provided about the module,
- plan with your co-facilitator how work on the module will be done and what major points to make,
- collect any necessary supplies for exercises in the module,
- make any overhead transparencies needed,
- think about sections that participants might find difficult and questions they may ask,
- plan ways to help with difficult sections and answer possible questions,
- plan questions that will encourage participants to think about using the skills taught in their own districts.

Checklist of instructional materials needed in each small group

Item needed	Number needed
N: <i>Facilitator Guide</i>	1 for each facilitator

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